

St Peter's C of E Primary School



Reading Policy

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

English makes the major contribution to the development of a child's language which, in turn, contributes to the child's understanding of their world, the world of others and the world of imagination. Since English is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language.

Aims and Objectives for the Teaching of Reading at St Peters CEP School:

The Aims of this policy are:

- For every child to be a reader.
- To create a reading environment that encourages children to become willing, independent and thoughtful readers
- To stimulate children's imagination and enthusiasm, also their knowledge of the world by introducing a wide range of literature from a range of cultures.
- To encourage familiarity with a range of significant authors and illustrators and develop opinions about their work
- To develop pupils reading through more challenging and demanding texts, so that each child achieves the highest level possible in reading attainment, defined by the National Curriculum and the Early Years Foundation Stage Guidance.

To ensure the development of reading so that pupils can:

- master their initial reading skills so that they become independent and enthusiastic readers
- read a range of texts fluently, accurately and with understanding
- find out the information they need in order to research and answer the questions of others
- understand the variety of written language and the differences between fiction and non-fiction

- understand and respond to a wide range of books and media texts
- improve their ability to analyse, evaluate and criticise texts which they have read.

The Four essentials to creating an inspiring reading environment:

- Well-chosen book stock in welcoming reading areas
- Reading aloud to children and promoting books
- Providing reading time and routines
- Encouraging response to material read

Assessment and Record Keeping

The English leader is responsible for overseeing the assessment of reading, with class teachers holding ownership of personal record keeping. Records of progress towards targets are made during 1:1 reading and whole class reading sessions.

We use the 'All on One Page' reading tracking grids produced by Kent as well as Target Tracker to track progress. Children are assessed in a range of situations; reading on an individual basis, group reading and independent work within the classroom. Children who are dramatically outside of their year group banding are identified by the class teacher and their provision is planned carefully in collaboration with the SENCO. The assessments take place at the end of terms 2, 4 and 5.

Teachers work with the English leader, where necessary, to establish levels. Children in EYFS are assessed using the development matters statements and a best fit age banding is recorded each term. The EYFS teacher liaises with the English leader when levelling children's reading.

The Phonics Screening Check takes place in Year One and is administered by the English leader.

Children who do not meet the standards in Year One will follow a SMART intervention programme to ensure that standards are met when retested in Year Two.

All children working within the Read Write Inc. Phonics Programme (see below) will also be assessed on a termly basis to track progress and establish groupings. This is implemented by the English leader.

Accelerated Reader Star assessments are completed in terms 1, 2, 4 and 6 to inform children's Zone of Proximal Development, ZPD. Children choose books within their ZPD and are assessed after reading each book to completing an AR quiz on the iPad.

Read, Write, Inc. Phonics

Children begin their reading journey in EYFS using the RWI programme, which focuses on lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to decode and encode words. Crucially, they read lively storybooks and non-fiction books with words that they can decode, so that they achieve early success in reading. As children are taught to decode and encode, they are also taught to comprehend and discuss what they have read. During this period, children are taught in ability groups which are re-assessed and regrouped every term.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions are expected to occur every Tuesday-Friday, with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

When children have completed the RWI programme, teachers put all of their energy into encouraging children to read widely and often, as well as accessing literature which will enhance their vocabulary growth. This is embedded in class practice as well as within the Power of Reading programme.

RWI Aims and Objectives

To teach children to:

- apply the skill of blending phonemes in order to read words.

- segment words into their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

Teaching and Learning Style

This is based on the 5 Ps.

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation - A strong feature of RWI lessons is partner work and the partners ‘teaching’ each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

It is important to remember to never give up! Every child can learn to read if you persevere.

RWI Planning

Pupils work within ability groups which are defined by their performance on RWI phonic assessments. Pupils are assessed termly and groups are reorganised accordingly.

Teacher generated planning is minimised as the planning is integrated into the teacher’s handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

TAs are responsible for planning and organising resources and learning are for their RWI groups, with the support of the English leader as required. TAs are allocated time for the preparation and marking of RWI.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be ‘pure’ ie ‘b’, not ‘buh’ as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are to be declustered. eg bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

RWI across the school

Early Years Foundation Stage:

RWI is fully implemented in EYFS, but the class are not split into groups until the initial sounds have been taught. Once the sounds have been taught assessments take place to determine groupings.

Once the children are grouped sessions take place Tuesday-Friday. A daily afternoon short phonics booster lessons happens daily where children revise taught sounds. As well as their RWI sessions, daily 1:1 reading occurs while children access continuous provision, in-line with the EYFS.

Key Stage 1 :

RWI groups are set following assessments carried out by the English leader, sessions take place Tuesday-Friday. A daily afternoon short phonics booster lessons happens daily where children revise taught sounds. Once children complete the RWI programme they then access spelling lessons.

Key Stage 2: RWI groups take the form of an intervention during spelling lessons.

All classes across the school have RWI resources in their classrooms to support reading and spelling. Speed sounds take place daily in classrooms as well as word card reading in Key Stage 1. Complex Speed Sounds Charts and 'red word' charts are used by children in classrooms to support their spelling and independent writing with guidance from class teachers.

SEN/Able Pupils

SEN pupils are fully involved in RWI and Power of Reading lessons. 1:1 tuition is identified by the English leader if required. Teachers work with the SENCO so they are able to support SEN children in their classes. This may be in the form of translations, dual coded word banks, differentiated activities or substitution tables.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children.

EAL Pupils

EAL pupils are fully involved in RWI and Power of Reading lessons. Teachers work with the SENCO so they are able to support EAL children in their classes. This may be in the form of translations, dual coded word banks, differentiated activities or substitution tables.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

Each group leader is requested to identify pupils that are absent or pupils that need extra reinforcement of a particular element that has been covered.

Formal assessment is carried out periodically by the English leader using RWI phonic checks (every term). This allows homogeneity within each group and indicates the correct access point for new entrants.

Monitoring and Review

The English leader:

- assesses all EYFS and KS1 pupils and designates pupils to the correct groups.
- assigns leaders to groups
- Runs a Masterclass and Coaching and Mentoring system for ensuring consistency of teaching and development from novice teaching to masters.

- where necessary/ requested by teaching staff; models lessons
- attends up-date meetings when they occur and reports back to the RWI group leaders
- speaks with the headteacher regarding groupings, teaching spaces and other pertinent matters
- is responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.

1:1 Read Write Inc

Children who are not keeping up with the achievements of children in their homogenous group will also receive 1:1 RWI sessions daily for 10 minutes. These sessions focus on the reading skills that children require and notes are kept by the Read Write Inc tutor. Targets are set and timed following assessments and discussions. Tutors meet with the English leader to review targets and reset as appropriate. Children who receive 1:1 support may change according to needs over time.

Power of Reading

Power of Reading sequences are used to plan and deliver a high quality English curriculum throughout the school, developing reading comprehension and writing composition, and fostering a whole school love of reading and writing. The Power of Reading lessons put quality children's literature at the heart of literacy learning and is built on years of research and best practice. The texts selected raise engagement and attainment in language, vocabulary, reading and writing and meet all the requirements of the National Curriculum. Texts are carefully chosen and are mapped out across the school – see planning overview for details.

Class Reading

RED TED

RED TED stands for Read Every Day, Talk Every Day and is embedded across the school. The purpose of RED TED is for children to take control of their own reading, by choosing their own reading books and keeping track of how often they are reading. Children each have a RED TED record book which they keep in their reading pack and travel from home to school. Each class runs a system of checking RED TED books and awarding children each with a stamp for reading at home. Books are checked daily. For every ten RED TED stamps, the children earn a sticker. After the first 50 Stamps, they receive a RED TED bear to keep and for every 100 stamps, they receive a book of their own to keep from a selection in Mrs Browne's office as well as a RED TED branded reward, such as a pin badge, pencil case or wrist band.

Children who are not accessing RED TED at home are identified. These children are given extra reading time with an adult in school so that they are able to receive the RED TED rewards in line with their peers.

Benchmarking and Reading Levels

Children are encouraged to use their phonic knowledge when learning to read independently. Children choose their RWI book bag book, which are fully decodable reading books for children to take home that are matched to the levels they are working on in school. They also take home a black and white version of the RWI book they are reading in their group.

Children in EYFS and KS1 also take home high quality picture books for an adult to share with them.

Children who have completed RWI use Accelerated Reader to ascertain reading levels. This programme allows children of all abilities to choose high quality reading books at an appropriate level for both decoding and interest. Children complete a quiz after reading each book allowing teachers to monitor their understanding and to put intervention in place where needed.

Individual Reading

Children are expected to read in school every day. Classes allocate quiet reading times in their classrooms daily for children to read independently.

Children in EYFS read daily. Children are identified that would benefit from reading 1:1 with an adult daily in years 1-6. In KS1, the rest of the class read three times a week 1:1 with an adult and in KS2 at least once a week 1:1 with an adult.

Following assessments and termly progress meetings, some children will be selected to be daily readers.

Voluntary readers are used to support the children in KS2 in their comprehension skills and understanding of vocabulary.

Whole Class Reading

The whole class reading approach enables the teacher to support the whole class in thinking, talking and reading their way purposefully through the unfamiliar. Although mainly text based, a variety of resources are used for these sessions including text extracts, poems, pictures and short films. Whole class reading sessions take place four times a week in KS2, with children working in mixed-ability pairs. These sessions are enjoyable, purposeful, involve the development of the child's reading ability and involve learning for all children. This approach follows a structure and ensures that these areas of reading are taught through the Literacy Shed VIPERS – Vocabulary, Inference, Prediction, Explaining, Retrieval, Sequence/Summarise. Progression of these strands is mapped out across the school. VIPERS are taught in EYFS and KS1 during Power of Reading lessons.

Intervention

Reading interventions are in place to ensure all children meet and exceed their potential in reading. Better Reading Partnership (BRP) is a highly successful intervention programme that provides 1:1 additional support children who are working below their reading age in KS1 and KS2. Children who need to develop more effective independent reading strategies and text comprehension are targeted. A dedicated BRP teaching assistant works through the programme with children. The English leader assesses the children on entry and exit to show progress for reading age using the AR reading age assessment.

Reading for Pleasure and Promoting Reading

It is important to establish regular reading routines to focus the importance of reading and to raise standards. Reading aloud, both adults and children, is an established routine in all classes in the school.

Class story times are part of each class teacher's daily routine, using high quality picture books as well as longer reads over a period of time. Children read aloud for various purposes other than reading with an adult. A cross curricular approach to reading aloud is adopted in all classes which will include:

- reading activities with fiction and non-fiction books
- reading instructions
- reading labels to find resources
- reading to an audience (assembly/ play/ class etc)
- reading their work aloud
- reading with a partner or in a group
- drama activities/ role play
- whole class reading (KS2)

As a school, we believe reading for pleasure is vitally important, and therefore carry out various events/ foci throughout the year, which include:

- themed author/ text days/ weeks
- visits from authors/ illustrators/ poets
- World Book Day
- sponsored events such as Readathon
- challenges such as Extreme Reading Challenge
- encouraging responses to reading through book reviews
- making links to the local library
- making links with the local book shops

Parental Engagement

We value the vital role that parents play in their children's education for reading and therefore work hard to develop these links. Parents of children entering the school in the EYFS are invited in to a reading and phonics meeting where the learning journey following the RWI programme is shared and taught. Sessions for new entrants are offered as well as sessions for EAL families with resources translated into their home language.

Parental Engagement in our home school reading programme contributes considerably to children's success with reading. Parents are the first and most influential teachers and should continue to be involved in language development by working alongside teachers in supporting their children's reading. RED TED is used to encourage parental engagement in reading as well as parent sessions led by the English leader. We also invite parents to take an active role with reading events such as World Book Day.

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